

Grade 4 Directions for Documenting Literacy Objectives

Reading Behavioral Objectives

The objectives listed inside this card are taken from the North Carolina English Language Arts Standard Course of Study. They are grouped by quarter in a suggested order for instruction and assessment. Some of the reading objectives are deemed **essential** as indicated by being preceded with a box ☐. These objectives should be assessed by observing student behaviors over time without teacher support. The student's level of proficiency for each **essential objective** should be determined using the following rubric:

Level 4:

- Demonstrates proficiency of the objective with texts that are written beyond grade level
- Consistently applies and extends the objective while reading
- Consistently applies the objective with a high level of independence

Level 3:

- Consistently demonstrates expected proficiency of the objective with grade appropriate text
- Consistently applies the objective while reading
- Begins to apply the objective independently

Level 2:

- Inconsistently demonstrates expected proficiency of the objective with grade appropriate text
- Has difficulty applying the objective while reading
- Applies the objective only with teacher guidance

Level 1:

- Does not demonstrate proficiency of the objective and is successful only with text written well below grade level
- Cannot apply the objective while reading
- Does not have the requisite concepts and skills to participate in grade level instruction

Non-essential Reading Objectives

There are other reading objectives from the Standard Course of Study that should be developed and supported throughout the year, but do not require multiple observations or documentation of a level of proficiency. Place a check ☒ on the line in front of these objectives when the student demonstrates them.

Documenting Writing Proficiency

Writing is assessed with both ongoing classroom observation and periodic writing assignments. Please refer to the directions at the bottom of the Expressive Literacy portion of the inside of the card to document writing proficiency on the Standard Course of Study objectives. The directions in the column to the right explain the writing assessment procedures.

Assessing Unassisted Writing

Assigned Writing Assessment

Fourth graders will be asked to complete two on-demand writing task/assignments and two content process writing assignments. The on-demand task/assignments are narrative and completed independently in one class period. The content-specific writing task/assignments are completed during multiple class periods allowing students to develop the piece, moving through the writing process. Teacher assistance is permitted for the content-specific task/assignments. All writing assignments are to be assessed using the NC Writing Assessment System rubrics. In order to make instructional decisions, analyze the student writing using the WCPSS 3-5 Writing Rubric. The content-specific task/assignments are scored using the features, conventions, and content rubric. The content score reflects the student's performance and thinking in the content area (math, science, social studies, language arts).

Type of Writing (Check <input checked="" type="checkbox"/> one of the following)	Q 1	Q 2	Q 3	Q 4
On-demand narrative				
Content-specific task/assignment				
Topic of content-specific task/assignment				
Date(s) completed				
WRITING PROCESS (Place a check <input checked="" type="checkbox"/> if included with student's writing.)				
Prewriting				
Drafting				
Some evidence of revision				
Some evidence of editing				
Final publication demonstrates the student applied what was learned through the revision and editing of this piece of writing.				
Features Rubric Score (4, 3, 2, or 1)				
Overall Features Rubric Score				
Focus: Establishes and maintains a manageable topic				
Organization: Logical progression of ideas and overall completeness				
Support and Elaboration: Topic is developed with specific and relevant details				
Style: Word choice is precise and purposeful and sentence variety supports the flow of the writing				
Conventions (Rubric Score of 2, 1, or 0)				
Conventions demonstrate expected proficiency (2), minimal proficiency (1), or does not demonstrate proficiency (0)				

Grade 4 Receptive Literacy – Reading and Listening Behavioral Objectives 2010-2011

Quarter 1				Quarter 2				Quarter 3				Quarter 4			
Reading Habits				Reading Habits				Reading Habits				Reading Habits			
<p>1.061 Read independently at least 20 minutes every day to improve reading fluency (rate, expression, and accuracy)</p> <p>2.032 Read different types of nonfiction such as autobiographies, informational books, diaries, and journals</p>				<p>1.062 Read independently at least 20 minutes every day to learn more about various topics</p> <p>2.032 Read different types of nonfiction such as autobiographies, informational books, diaries, and journals</p>				<p>1.063 Read independently at least 20 minutes every day and learn new vocabulary from that reading</p> <p>2.031 Read different types of fiction such as legends, novels, folklore, and science fiction</p>				<p>1.063 Read independently at least 20 minutes every day to learn new vocabulary</p> <p>2.034 Read different types of texts including drama (plays and skits)</p> <p>2.033 Read different kinds of texts including poems</p>			
Vocabulary and Word Work				Vocabulary and Word Work				Vocabulary and Word Work				Vocabulary and Word Work			
<p>1.041 Increase vocabulary by reading lots of different kinds of texts, studying how words work, and following the writing process</p> <p>1.011 Figure out unfamiliar words by using what you know about base words, breaking words into syllables, and understanding contractions</p> <p>1.021 Figure out what words mean by applying the meanings of these suffixes (-er, -est, -ly, -y) and these roots (tele, rupt)</p>				<p>1.042 Increase vocabulary by reading lots of different kinds of texts, participating in discussions, and learning multiple meanings of words</p> <p>1.022 Figure out what words mean by applying the meanings of these suffixes (-er, -or, -ist, -able) and these roots (sign, spect)</p> <p>1.031 Use context clues to figure out the meanings of unfamiliar words</p> <p>1.03 Identify key words in nonfiction texts and determine what they mean</p> <p>1.051 Use the glossary to learn about new words in nonfiction text</p>				<p>1.043 Increase vocabulary by participating in book clubs, studying how authors use words, learning about synonyms (words that mean the same thing), antonyms (opposites), and homonyms (i.e., too, to, two)</p> <p>1.012 Figure out unfamiliar words by using what you know about dividing words into syllables (i.e., VC/CV) and changing y to i when adding a suffix</p> <p>1.023 Figure out what words mean by applying the meanings of these prefixes (re-, mis-, ex-, pre-, con-) and suffix (-ible)</p> <p>1.031 Use context clues to figure out the meanings of unfamiliar words</p> <p>1.052 Use a thesaurus to identify synonyms and antonyms of certain words</p>				<p>1.044 Increase vocabulary by reading lots of different kinds of texts, studying how words work, participating in seminars, and writing for learning</p> <p>1.013 Figure out unfamiliar words by using what you know about dividing words into syllables (i.e., V/CV, VCN, and three syllable words) and silent consonants (i.e., kn, gn, mb)</p> <p>1.024 Figure out what words mean by applying the meanings of these roots (graph and tract)</p> <p>1.053 Use the glossary, dictionary, and thesaurus to check the meaning of new words</p>			
Comprehension and Connections				Comprehension and Connections				Comprehension and Connections				Comprehension and Connections			
<p><i>Before and During Reading Strategies</i></p> <p>2.027 Explain why you choose what you will read and tell what you hope to find out</p> <p><i>Performance Assessment</i></p> <p>2.0261 Preview stories and make predictions about the characters, setting, problem, or major events before reading</p> <p><i>During Reading Strategies</i></p> <p>2.022 make predictions</p> <p>2.025 make connections</p> <p>2.023 ask questions</p> <p>2.091 Ask questions when listening to others</p> <p><i>Performance Assessment</i></p> <p>2.01 Use fix-up strategies when what you read doesn't make sense (reread, check other sources, ask for help, put ideas in own words, ask yourself or the author questions)</p> <p><i>Performance Assessment</i></p> <p>3.015a Recognize different types of nonfiction texts such as autobiographies, informational books, and diary or journal entries</p> <p>2.021 Preview nonfiction text and set a purpose for reading based on what you already know about the topic and the information you learned from previewing the text features</p> <p>2.0262 Preview nonfiction text features (title, headings, subheadings, captions) and predict the topic and main ideas of the selection</p> <p><i>Performance Assessment</i></p>				<p><i>After Reading Strategies with Expository Text</i></p> <p>3.06 Research a topic by developing guiding questions and exploring a variety of resources (articles, internet, almanac, encyclopedia, informational books)</p> <p>2.024 Locate information in nonfiction text that answers the question, "What do you want to learn?"</p> <p>3.05 Find similarities and differences in the information found in nonfiction texts comparing the text features of graphs, charts, and maps and the information in the body of the text</p> <p><i>Performance Assessment</i></p> <p>2.07 Determine if the information or ideas from a text is useful in answering your questions</p> <p><i>Main Ideas and Supporting Details</i></p> <p>2.043 Determine the main ideas and supporting details in nonfiction text and show where they are in the text</p> <p>2.061 Summarize the main ideas of nonfiction text so that you can remember what is important</p> <p>2.092 Paraphrase what was said by saying it in your own words when listening to others</p> <p><i>Performance Assessment</i></p> <p>2.023 Ask questions that help you think more deeply about what you read after reading a selection</p> <p><i>Performance Assessment</i></p> <p>2.05 Make inferences, draw conclusions, and make generalizations about what you read, pointing out from where in the text you based that conclusion</p>				<p><i>After Reading Strategies with Narrative Text</i></p> <p>3.015b Recognize different types of fiction texts like legends, novels, folklore, and science fiction</p> <p><i>Story Elements</i></p> <p>Understand these story elements:</p> <p>2.041 plot 2.046 conflict</p> <p>2.042 theme 2.048 mood</p> <p>2.0432 main idea and supporting details</p> <p>2.062 Summarize main ideas of stories and find examples in the text to better understand and remember what you read</p> <p><i>Performance Assessment</i></p> <p>3.012 Identify characters' motivation or the reason they act as they do (i.e., greed, fear, curiosity)</p> <p>3.02 Analyze the characters, the events, and the plots in the same story and compare these elements between stories, finding examples in the text</p> <p>2.045 Identify a character's point of view or the author's point of view and find examples in the text to support your opinion</p> <p>3.014 Look at a situation or problem from the points of view of different characters</p> <p>3.016 Make inferences or draw conclusions about characters, events, and themes</p> <p>2.044 Interpret the author's choice of words</p> <p>3.011 Analyze the impact of the author's word choice on the story</p> <p>3.03 Consider how the author's word choice and the illustrations bring characters to life, enhance the plot, and produce a response from the reader</p>				<p><i>Understanding Drama and Researching a Topic</i></p> <p>2.0341 Read and understand plays and skits</p> <p>2.0331 Read and understand different kinds of poetry like haiku and concrete poems</p> <p>2.0411 Identify examples of figurative language in poetry and explain what they mean (i.e., similes, metaphors, and imagery)</p> <p>2.094 Listen carefully to others and try to identify the speaker's purpose</p> <p>2.093 Listen to others and interpret what was meant by paying attention to both the speaker's words and body language</p> <p>3.04 Recognize advertising techniques in order to make informed judgments about what you buy</p> <p>2.08 Check out what the author means in a text or whether an author's statement was accurate by comparing the information to other texts</p> <p>2.092 Listen carefully to others and summarize what was heard by paraphrasing or saying it in your own words</p> <p>2.091 Listen carefully to others and ask questions of the speaker</p>			

Quarter 4

Writing Variety	Writing Variety	Writing Variety	Writing Variety
<ul style="list-style-type: none"> 4.071 Write a variety of different types of texts including rules, instructions, journal entries, and stories by either selecting the topic or form 4.041 Write and share stories and poems 4.025 Use discussion to make decisions 4.027 Use discussion and writing to explain own learning 	<ul style="list-style-type: none"> 4.072 Write a variety of different types of texts including nonfiction, learning log, and research reports by either selecting the topic or form 4.091 Write learning log entries, letters of complaint, and letters of request 4.093 Write research reports 4.024 Use discussion and writing to solve problems 	<ul style="list-style-type: none"> 4.028 Retell stories or recount events 4.073 Write a variety of different types of texts including personal and imaginative narratives by either selecting the topic or form 4.092 Write personal and imaginative narratives 4.043 Share own stories with others 4.022 Discuss an idea in both speaking and writing 	<ul style="list-style-type: none"> 4.074 Write a variety of different types of texts including skits, poetry, and research reports by either selecting the topic or form 4.026 Ask open-ended questions 4.044 Make presentations 4.03 Use visual aids in presentations in order to keep the audience engaged and to accomplish the purpose 4.023 Interview others
Content Features			
<div>Focus</div> <ul style="list-style-type: none"> 5.083 Stay on topic in a conversation 4.061 Write clearly with main ideas 	<div>Focus</div> <ul style="list-style-type: none"> 4.062 Stay focused on the topic when writing Write multiple paragraphs with: <ul style="list-style-type: none"> 5.041 topic sentences 5.042 concluding sentence that relates to the topic 	<div>Focus</div> <ul style="list-style-type: none"> 4.063 Stay focused on the topic when writing and include specific and relevant details 	<div>Focus</div> <ul style="list-style-type: none"> 4.064 Stay focused on the topic when writing and include specific and relevant details, following a prewriting plan
<div>Organization</div> <ul style="list-style-type: none"> 4.051 Come up with own ideas for writing and organize ideas by brainstorming or discussing with a peer 5.043 Write multiple paragraphs with ideas that make sense and flow from one to the next 4.082 Review writing and make it better by changing the order of events or ideas 	<div>Organization</div> <ul style="list-style-type: none"> 4.052 Come up with own ideas for writing and organize ideas by completing a web 5.0811 Retell nonfiction in a logical order 4.082 Review writing and make it better by adding or changing transition words 4.021 Present information clearly in both speaking and writing 	<div>Organization</div> <ul style="list-style-type: none"> 4.053 Come up with own ideas for writing and organize ideas by completing a story map 5.0812 Write using a logical sequence 5.082 Pay attention to the time order of events in own writing 	<div>Organization</div> <ul style="list-style-type: none"> 4.054 Come up with own ideas for writing and organize ideas by reading and taking notes 4.101 Use the computer to gather information (internet or database) and to organize information into a table or spreadsheet
<div>Support and Elaboration</div> <ul style="list-style-type: none"> 5.031 Use simple and compound sentences to add elaboration to a topic 	<div>Support and Elaboration</div> <ul style="list-style-type: none"> 4.085 Review and improve own writing by making what is written clearer or easier to understand 	<div>Support and Elaboration</div> <ul style="list-style-type: none"> 4.086 Review and improve own writing by deciding if it has enough details and if the details are important to the topic 	<div>Support and Elaboration</div> <ul style="list-style-type: none"> 5.042 Write multiple paragraphs with enough important details 5.045 Write multiple paragraphs with elaboration (an idea is well developed with details or examples)
<div>Style</div> <ul style="list-style-type: none"> 4.081 Review own writing and make it better by improving the words used (precise vocabulary) 	<div>Style</div> <ul style="list-style-type: none"> 4.084 Review own writing and make it better by starting sentences in different ways (sentence fluency) 	<div>Style</div> <ul style="list-style-type: none"> 4.081 Review own writing and make it better by improving the words used 	<div>Style</div> <ul style="list-style-type: none"> 5.033 Review own writing and make it better by using adverbs appropriately
Conventions			
<div>Conventions</div> <ul style="list-style-type: none"> 5.035 Correctly use coordinating conjunctions (and, but, or, nor, for, so, yet) 5.011 Capitalize the names of languages and musical compositions 5.012 Correctly use commas in a series (i.e., the ball, the bat, and the glove) 5.051 Check spelling by asking, "Does that look right?" 5.091 Use handwriting (cursive) that others can easily read 	<div>Conventions</div> <ul style="list-style-type: none"> 5.024 Keep the subject(s) in sentences consistent (i.e., nouns and pronouns: <i>The boys... They...</i>) 5.061 Reread own writing and check for misspelled words, referring to a glossary if necessary 5.013 Capitalize the names of nations (i.e., <i>England, Canada, France</i>) 5.014 Use a comma in direct address (<i>Frankie, where have you been?</i>) 5.022 Use the correct form of the verb to match the subject (<i>he runs, NOT he run</i>) 5.034 Correctly use prepositions (i.e., <i>to, after, with</i>) 	<div>Conventions</div> <ul style="list-style-type: none"> 5.052 Check spelling by using what you know about related words or word parts and their meaning(s) 5.015 Use commas and quotation marks correctly in dialogue ("<i>Get out of here,</i>" <i>the boy screamed.</i>) 5.023 When writing, stay in either present or past tense (<i>I walked down the street. There I saw [not see] a bird.</i>) 5.032 Correctly use verbs that don't follow the rules (<i>I saw, NOT I seed</i>) 5.062 Read own writing and use a dictionary or thesaurus to correct some misspelled words 5.07 Use a rubric or checklist to proofread and check own writing for errors 	<div>Conventions</div> <ul style="list-style-type: none"> 5.063 Read over own writing and use resources in the classroom (such as spell check) to correct most misspelled words 5.016 Use apostrophes correctly in possessives (<i>the cat's string - one cat; the cats' string - more than one cat</i>) 5.021 Correctly use pronouns in place of nouns (<i>he, him, her, his, them, etc.</i>) 4.102 Use technology tools to present information (i.e., power point, spreadsheet) 5.092 Use word processing to create writing others can read

Fourth Grade Student Reading Assessment Profile

Student Name _____

School _____

2010-2011

Universal Screening Date _____

Administer this assessment to all students during recommended periods.

Oral Reading Fluency (ORF)

Words Correct Per Min _____ Accuracy Rate _____ %
Risk Level _____

Digging Deeper

Running Record to be completed only on students reading BELOW level 23-24.

- **Formal** running records should be administered, using WCPSS book kits (i.e., original, alternate, AlphaKids).
- Determine the student's **highest** reading level, 90% or higher accuracy rate **and** a retelling score of 3 or 4 (for levels 7-24)
- Analyze errors to determine what information from text the child uses and/or neglects to guide your instruction (MSVs).
- Record and analyze formal running record using the boxes below.

Running Record

Date _____ Book Level: _____

Book Title: _____

Accuracy Rate _____

SC Rate **1**: _____

Fluency Score _____

Retelling Score **3 or 4** (for levels 7-24)

**Analyze errors in oral reading (MSV).
What cues is the student using?**

Analyze the student's performance on retelling.

- If student is reading significantly below grade level (level 15-16 or lower) as indicated by running record, please refer to digging deeper process used for second graders and continue ongoing documentation of previously administered digging deeper assessments.
- If student is **at risk** as indicated by performance on the ORF yet reading above level 15-16, then administer the Names Test and WCPSS High Frequency Word list.
- Analyze errors from the Names Test to plan word work instruction. Continue ongoing documentation of previously administered digging deeper assessments.

Names Test

Date _____

Raw Score: _____ / 70

_____ % correct

Date _____

Raw Score: _____ / 70

_____ % correct

Names Test Analysis

Initial Consonants _____ / 37

Initial Blends _____ / 19

Consonant Digraphs _____ / 15

Short Vowels _____ / 36

Long Vowels (VCe) _____ / 23

Vowel Digraphs _____ / 15

Controlled Vowels _____ / 25

Schwa _____ / 15

Names Test Analysis

Initial Consonants _____ / 37

Initial Blends _____ / 19

Consonant Digraphs _____ / 15

Short Vowels _____ / 36

Long Vowels (VCe) _____ / 23

Vowel Digraphs _____ / 15

Controlled Vowels _____ / 25

Schwa _____ / 15

High Frequency Word List

Number of words read **automatically** (not sounding out) and correctly

of words _____ Date _____

words _____ Date _____

Mid-year Benchmark

If student is **at risk** as indicated by performance on the ORF, then update/administer the digging deeper assessments. Continue ongoing documentation of previously administered digging deeper assessments.

Oral Reading Fluency Date _____

Words Correct Per Minute _____

Accuracy Rate _____ %

Risk Level _____

End-of-year Benchmark

Oral Reading Fluency Date _____

Words Correct Per Minute _____

Accuracy Rate _____ %

Risk Level _____

Document dates and type of collaboration when student assessment results were discussed (PLC, Intervention, SST, CCR, etc.).